QUICK LINKS

For Facilitators Only

Morning

- Opening
- Math Task: 5 Practices
- Planning for Equitable Discourse
- Lunch

Afternoon

- Microteaching
- Establishing Learning Alliances
- Equity Action Plan
- Session Closure

Building on Equity – Day 2

Rev 7/19/23 (ce)

Equity

Individual Tasks:

+ Sit at the table that matches your card sort.

+ Get out your name tent.

+ Review your Equity Belief Sort. Consider:

    + What belief do you want to shift this year?

Team Tasks:

+ Introduce yourselves.

+ Would you rather: FACILITATORS' CHOICE (ex: hike or ski? Soft shell tacos or hard shell tacos?)

+ Share something from your paper plate with your new teammates.

Tech Tip / Opening Tip

Getting Session Resources / Editing & Annotation Events

File Cabinet

+
+ The Parking Lot***
+

1st

Ashley Boyd

- Dashboard
- Profile
- Learning Log
- File Cabinet
- CPM eBooks
- Messages
- Preferences
- Log out

2nd

3rd

- 01. Foundations for Implementation
- 02. Building on Assessment
- 03. Building on Equity
- 04. Building on Discourse
- 05. Building on Foundations

:ation of)
documents so they are easily accessible
ild upon across this three day learning event.

4

Icebreaker Goals

CCA2 Lesson 1.1.1
Solving Puzzles in Teams

Math Goal:
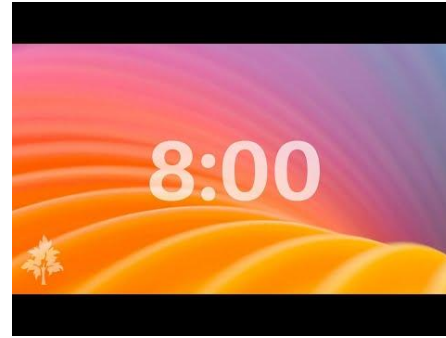Work together as a team to create specific shapes.

Team Goal:
Putting ideas on the table.

Icebreaker

CCA2 Lesson 1.1.1
Solving Puzzles in Teams

8:00

As a team:

+ Have one eBook open to CCA2 Lesson 1.1.1.

+ Read all of 1-1, including the Team Roles.

+ Make each of the shapes in 1-1 out of a single loop of yarn. You may make the shapes in any order.

+ When you make one of the shapes successfully, Resource Managers call the teacher over to celebrate your team's accomplishment.

Icebreaker Debrief

CCA2 Lesson 1.1.1

Whiparound: **How does the team goal of 'putting ideas on the table' support equitable teamwork?**

Social Emotional and Academic Development (SEAD)

Agency	Belonging	Discourse	Identity
Combines identity (who we are) with what we can do	Sense of fitting in or feeling like you are an important member of a group	Ways of representing thinking, talking, agreeing, and disagreeing	Deeply held beliefs about our ability to participate and perform and use math effectively in our lives

Vision

"Equity isn't a destination but an unwavering commitment to a journey."

"The problem arises when we view this leader as an equity 'expert' rather than a dedicated, lifelong equity student."

(Educational Leadership, Jamila Dugan, 2021)

Opening
Day 2 Outcomes

Together we will:

+ Reflect upon how **math identity, math agency,** shared **math authority**, and classroom **status** affect students as independent learners.

+ Curate strategies that **elevate student status** and **develop independent learners** in order to create an equitable classroom culture.

+ Enhance lesson plans to create a more **equitable classroom culture**.

+ Continue developing an **Equity Action Plan** to support the development of independent learners.

Opening

Agenda

Morning

Opening

Math Task: 5 Practices

Planning for Equitable Discourse

Lunch

Afternoon

Microteaching

Establishing Learning Alliances

Equity Action Plan

Session Closure

REDI (Race, Equity, Diversity, & Inclusion) Working Agreements

Teacher

REDI Working Agreements

| Stay engaged. | Speak your truth. | Experience discomfort. | Expect and accept non-closure. | Grace with yourself.

Grace with others. |

Opening
Learning Event Intentions

What is the pact that you will make with yourself today?

+ "I intend to…"
+ "I give myself permission to…"
+ "I will give myself the opportunity to…"
+ "I will show myself grace by…"
+ "I will challenge myself by…"
+ "I will show up for myself by…"

"What is powerful about agreements is that they are a pact you make with yourself."

-The Equity Lab

Opening

Questions, Comments, and Concerns

+ Day 1 Feedback
  - Paste feedback here.
  - Paste feedback here.
  - Paste feedback here.
+ Parking Lot

Representation

Teacher

Notice and Wonder

Individually

- ○ Open the NY Times Article by searching for "Faces of Power 80%". Read the opening paragraph.

As a team

- ○ Find the section of the article that matches your ratio from the Team Sort.
- ○ Discuss - What do you notice? What do you wonder?

RM	Call over the learning event facilitator for team questions.
R/R	Ensure all voices are heard.
T	Manage the allotted time.
F	Begin the discussion.

Representation: Debrief

Whiparound

Recorder/Reporters

Share a notice or wonder your team discussed.

Opening

Representation

Think-Pair-Share

+ **Think** about how the quote on the next slide connects with the NY Times Article. (1 min)
+ **Pair** up, and share with your elbow partner. (4 min)
+ **Share** with your team. (4 min)

Teacher

Opening

Representation

*"**Successfully teaching** students from culturally and linguistically diverse backgrounds — especially students from historically marginalized groups — involves **more than just applying specialized teaching techniques**. It means placing instruction within the larger sociopolitical context... an **understanding** that we live in a racialized society that gives **unearned privilege** to some while others experience **unearned disadvantage** because of race, gender, class, or language. [Teachers] are aware of the role that **schools** play in both **perpetuating and challenging** those inequities."*

(Culturally Responsive Teaching & the Brain, Hammond, 2015)
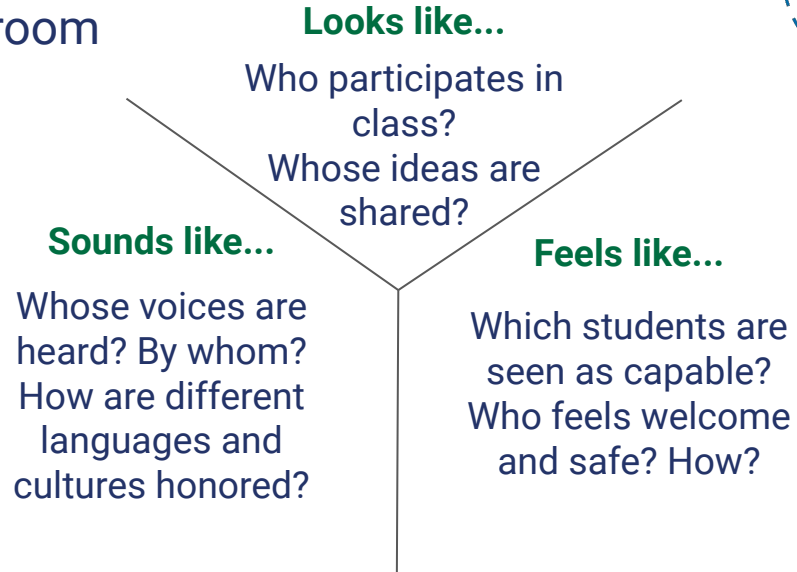
Put yourself in the shoes of your students.
Why (and how) do the things we noticed and wondered matter to them?

17

Opening

Student Representation in the Classroom

What does your classroom look, sound, and feel like?

5:00

Looks like...

Who participates in class?
Whose ideas are shared?

Sounds like...

Whose voices are heard? By whom? How are different languages and cultures honored?

Feels like...

Which students are seen as capable? Who feels welcome and safe? How?

STTS

Dyad *Why does representation matter in our classrooms?*

18

Brain Science Connection

Teacher

"The brain needs to be a part of a caring social community to maximize its sense of well-being. Marginalized students need to feel affirmed and included as valued members of a learning community."
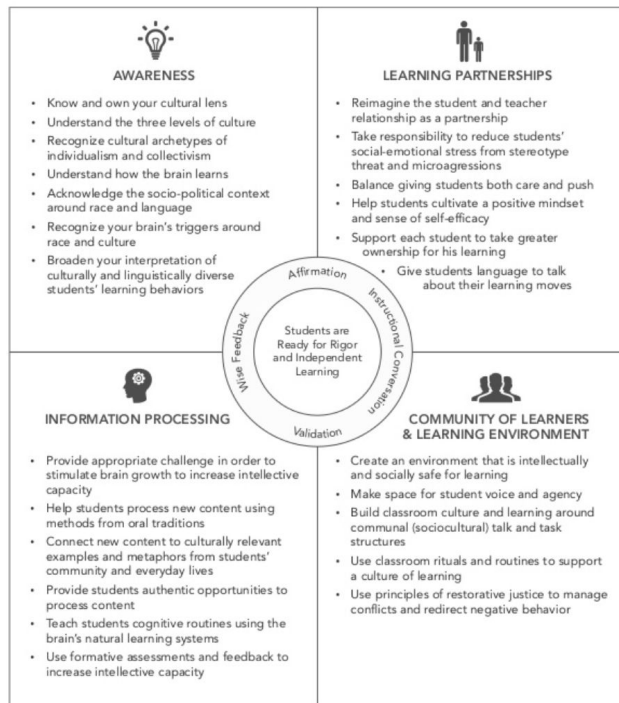
Culturally Responsive Teaching & The Brain, Hammond, 2015, pgs 46–49

19

Opening

Ready For Rigor Framework

Locate the Ready for Rigor Framework on p. 17 or on the Links Document
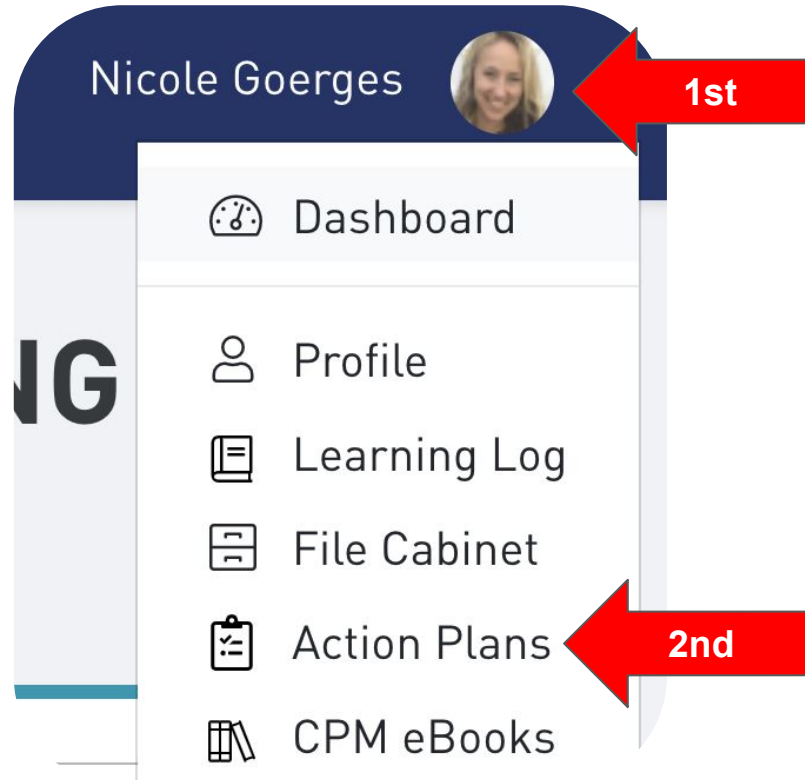
MARK THE TEXT:

Strength = ✅

Area of Growth = ❗

Question = ❓

Turn & Talk

Opening

Accessing the Equity Action Plan

Nicole Goerges — 1st

- Dashboard
- Profile
- Learning Log
- File Cabinet
- Action Plans — 2nd
- CPM eBooks

Opening
Equity Action Plan- Awareness

Your Task:

Complete the Awareness Section of your Equity Action Plan.

AWARENESS

- Know and own your cultural lens
- Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Recognize your brain's triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors

Opening
Reflection on Learning Target

Learning Target:
Connect learning from Day 1 by engaging with the *Ready for Rigor Framework* Awareness section.

Are you able to:
1. Reflect on representation and its connection to the brain's need for connection to a community?
2. Reflect on how awareness is currently present in your practice?

Agenda

Day 2

Morning

Opening

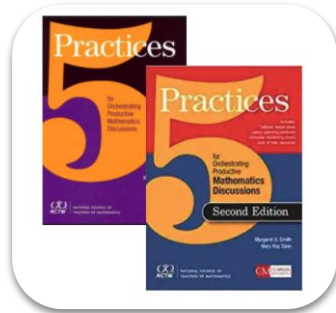**Math Task: 5 Practices**

Planning for Equitable Discourse

Lunch

Learning Target: Experience the 5 Practices as a way to orchestrate equitable mathematical discourse and support students as independent learners.
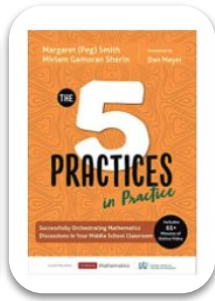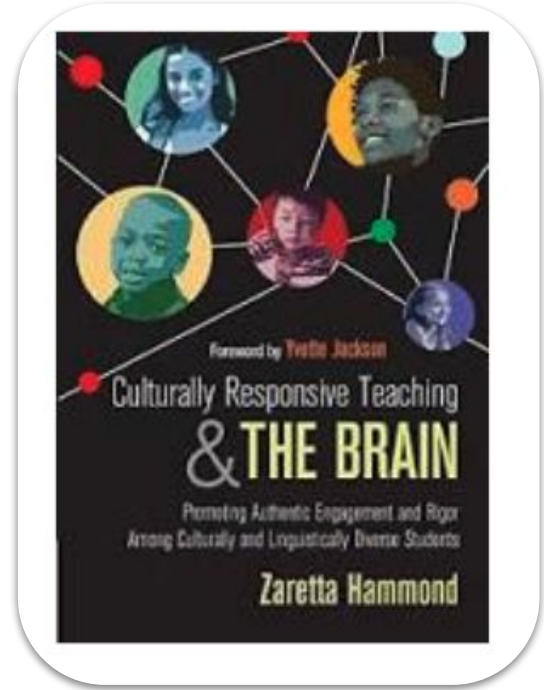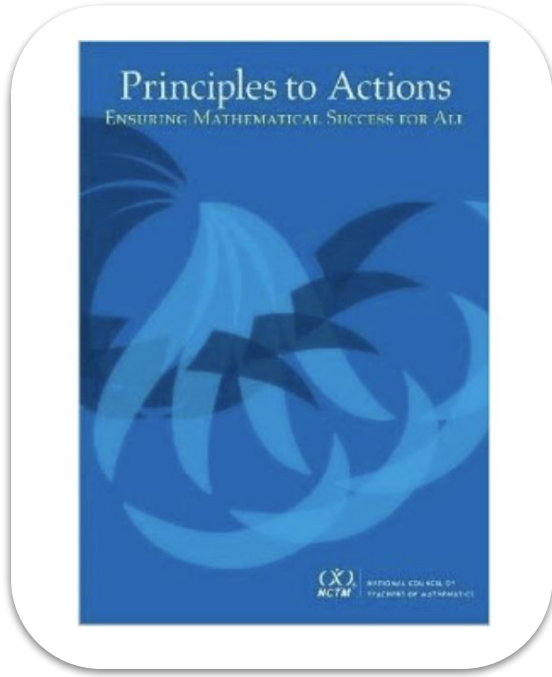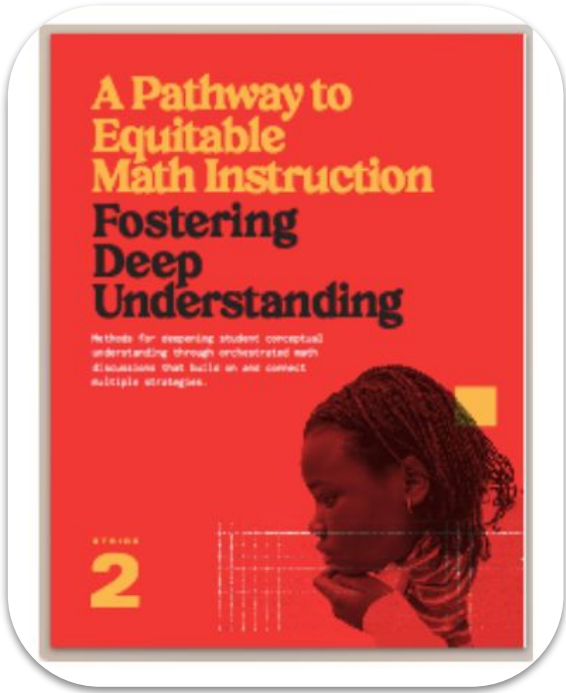
5 Practices

Resources

What are the 5 Practices?

+ Anticipating

+ Monitoring

+ Selecting

+ Sequencing

+ Connecting

5 Practices
Culturally Responsive Teaching Resources

Teacher

As you **engage** with your team in the mathematics using a student lens today, think about this question.

How do the 5 Practices support students in becoming independent learners?

5 Practices

Working Agreements

Choral Reading

+ We agree **everyone's** thinking and ideas **matter**.

+ We agree to value **thinking** ahead of **knowing**.

+ We agree **confusion** is a part of learning.

+ We agree to **ask questions** until it **makes sense**.

+ We agree that **helping** is not giving answers.

+ We agree to say our "**becauses**."

Teacher's Promise

My Promise

+ I will not w...

+ I will re...

+ I will supp... ...on.

+ I will learn v...

+ I will ensure ...lons as a positive learning environment.

Optional Slide - Customize based upon your intentions as a facilitator, consider making poster and hanging it in the room.

Student

5 Practices

Getting Started

RM Please get one cup with pennies and hand sanitizer.

F Please get one bag of two-colored cubes and calculators.

T When instructed to do so, help your teammates locate problem 2.9 in their Participant Handbook.

R/R Please get a sheet of chart paper and a box of markers. Fold the chart paper so it has four quadrants and put in the middle of the table. Pass out a different color marker to each team member.

5 Practices

Constructive Conversations

Use I or we statements whenever possible.

+ One idea could be...

+ I see what you are saying. Here's another way of looking at it.

+ I am not sure I understand. Would you explain your reasoning?

+ I agree because...

+ I am not sure that would work because...

+ What am I missing in my idea?

+ Are we making any assumptions?

+ Is there a different way we can do this?

5 Practices
Math Problem Goals

Math Goal:
- Make sense of a proportional situation and represent it.
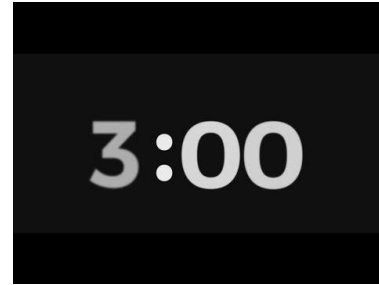- Develop connections between the representations.

Team Goal:
Collaborate and actively listen to your team because everyone's thinking and ideas matter.

Rough Draft Thinking

Think-Ink

3:00

Student

Individually Read and Think about the following prompts. *(3 min)*

+ What do you know?
+ What do you wonder?
+ What questions might you have for your team?
+ What strategies might you want to use?

Individually Ink your responses to the questions within your quadrant. Please do not begin solving the problem, *YET*. *(2 min)*

5 Practices

Pure Paradise Perfection

1. **Two Cents Worth** *(4 min)*

Facilitators: guide your team through the following steps.

+ Each team member has two pennies. Place a cup in the middle of the table.
+ Each team member takes turns sharing an idea from their quadrant. When you share, place one penny in the cup.
+ Repeat this process until all pennies are in the cup.
+ When all pennies are in the cup and everyone has given their "two cents worth", the team can start solving the problem.

2. Solve the Problem as a Team *(16 min)*

+ As a team, decide on a path forward to solve this problem.
+ Flip your poster over and create your poster as a team.

Making Connections

Student

Present Selected Strategies *(15 min)*

+ Team presentations.
+ Presenters answer clarifying questions.
+ Record connections between your team's thinking and the team presenting on your quadrants.

5 Practices

Lesson Closure

Student

Exit Ticket Stoplight *(2 min)*

+ Write your name on the back of a sticky note.
+ On the front, write and respond to one of the following.
  + *Today, I made a connection between…*
  + *Today, I still have a question about…*
  + *Today, my learning stopped because…*
+ Place your sticky note on the matching stoplight circle.

5 Practices

Information Processing

How does using the 5 Practices lesson planning protocol support students in becoming independent learners?

INFORMATION PROCESSING

- Provide appropriate challenge in order to stimulate brain growth to increase intellective capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems
- Use formative assessments and feedback to increase intellective capacity

5 Practices

Brain Rules Cont.

How does using the 5 Practices connect to the brain rules?

4. Attention drives learning.	5. All new information must be coupled with existing funds of knowledge in order to be learned.	6. The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning.

Culturally Responsive Teaching & The Brain, Hammond, 2015, pgs 46-49
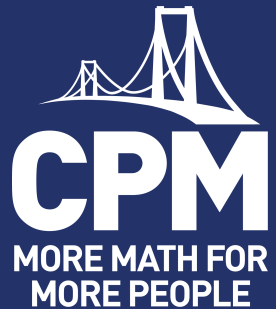
5 Practices

CPM

Learning Target:
Experience the 5 Practices as a way to orchestrate equitable mathematical discourse and support students as independent learners.

Are you able to:
1. Identify how the 5 Practices promote equitable mathematical discourse?
2. Connect the 5 Practices to the Information Processing section of the Ready for Rigor framework?

Break - 10 min

MR. TIMER
10:00

Agenda

Day 2

Morning

Teacher Opening

Student Math Task: 5 Practices

Teacher Planning for Equitable Discourse

Lunch

Learning Target: Apply learning about equitable teaching practices by planning a lesson .

Planning for Equitable Discourse
Getting to Know One Another

Student

1. **Sit in course-specific teams.**

2. **Highlight some part of the following from your Mathography.**

    + About you

    + About you as a student

    + About you as a math student

Planning for Equitable Discourse

Preparing a Lesson

"Planning is a premier teaching skill — one that has a significant impact on the quality of students' instructional experiences in the classroom."

(*The Teaching Gap,* Stigler and Hiebert, 2009)

Planning for Equitable Discourse
Reflecting on the 5 Practices

How did your experience solving Pure Paradise Perfection model a classroom for equitable discourse?

Planning for Equitable Discourse

Components of an equitable lesson plan

An equitable lesson plan includes:

+ Qualities of an equitable environment that **allows all student to belong.**

+ **Purposeful questions** to uncover student thinking.

+ **Wait time** for students to think.

+ Teacher moves that **validate student thinking.**

+ **Randomly calling** on students.

+ T.I.P. (**Think-Ink-Pair**) time.

+ A **strong launch** into the lesson.

Planning for Equitable Discourse

Writing an equitable lesson plan

Planning steps for an equitable lesson plan:

1. Pick a rich task, and solve it.

2. Create a learning goal.

3. Start planning the lesson with the following in mind:

   a. How will I launch this lesson?

   b. What purposeful questions will advance student learning?

   c. How does the lesson connect back to the goal?

   d. What teacher moves or STTSs will I incorporate into the lesson?

Planning for Equitable Discourse
What is a Rich Task?

A rich task should:

+ **Build on students' current understanding** of a math concept.

+ Provide opportunities for students to **engage in exploration**.

+ Allow for **multiple entry points** into the task.

+ Require students to provide **justification or explanation**.

+ Encourage students to **make connections** between concepts.

+ Provide the opportunity to look for **patterns**, make **conjectures**, and/or form **generalizations**.

Planning for Equitable Discourse
Identifying Rich Tasks

Teacher

10:00

Identify a rich task: **(10 min)**

+ Preview problems in Chapter 1 together as a team.

+ Choose <u>one</u> problem that meets the criteria for a rich task.

+ Make sure everyone in your team agrees on your <u>one</u> problem.

+ Solve the math problem independently.

+ Share your strategies and brainstorm other possible strategies as a team.

Planning for Equitable Discourse
Establishing the Learning Goal

"Formulating clear, explicit learning goals sets the stage for everything else."

(*Preparing Teachers to Learn from Teaching*, Hiebert et al., 2007, p.57)

Planning for Equitable Discourse
Creating Effective Learning Goals

Teacher

10:00

Your Task:

+ As a team, write a learning goal for your rich task.

Learning Goal

Definition: What students will understand about math by the end of the lesson.

+ The learning goal can be rephrased for students, but is the core understanding that will drive a teacher's instructional moves.

Examples:

+ *Students will make connections between multiple representation of ratios.*
+ *Students will represent growth in a dot pattern in multiple ways.*

Planning for Equitable Discourse
Creating an Equitable Lesson Plan

Your Task:

+ Make a copy of the CPM Lesson Plan from the file cabinet.

+ Fill out the CPM Lesson Plan, keeping the following in mind.

   - How will I launch this lesson?

   - What purposeful questions will advance student learning?

   - How does the lesson connect back to the goal?

   - What teacher moves or STTS will I incorporate into the lesson?

Planning for Equitable Discourse

Creating Equitable Environments

Teacher

Are you creating an equitable environment for discourse?

+ How does your launch provide an entry point for all students?

+ What STTS did you include to support students and teams?

+ How does your lesson share math authority with your students?

+ How are your students making connections to the goal of the problem?

+ How do your questions allow equitable discourse within the team?

+ How will you provide enough wait time when asking for student responses?

Planning for Equitable Discourse

Closure

What is one thing that you can commit to adding to your daily math practices from the 5 Practices?

Add this to your plate.

Planning for Equitable Discourse

Reflection on Learning Target

Learning Target:
Apply learning about equitable teaching practices by planning a lesson.

Are you able to:
1. Identify a rich task from your course?
2. Write a clear learning goal that articulates what students will understand about mathematics?
3. Include strategies and practices to intentionally promote equity within your lesson?

Lunch Time

+ See you at xx:xx PM
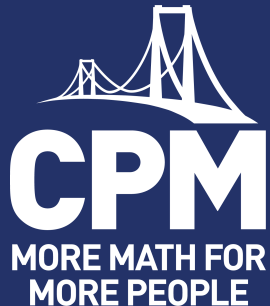
Afternoon

- **Student** — Microteaching
- **Teacher** — Establishing Learning Alliances
- **Teacher** — Equity Action Plan
- Session Closure

CPM
MORE MATH FOR MORE PEOPLE

@CPMeducationalprogram   @CPMmath   #MoreMathforMorePeople

Agenda

Day 2

Afternoon

(Student) Microteaching

(Teacher) Establishing Learning Alliances

(Teacher) Equity Action Plan

Session Closure

Learning Target:
Connect concepts of brain science, status, and agency to a professional learning practice: microteaching.

Microteaching

Brain Structures & Culture

Each team has one of the following categories for their team's puzzle pieces.
+ Cellular Structures
+ Nervous System
+ Deep Culture
+ Neocortex
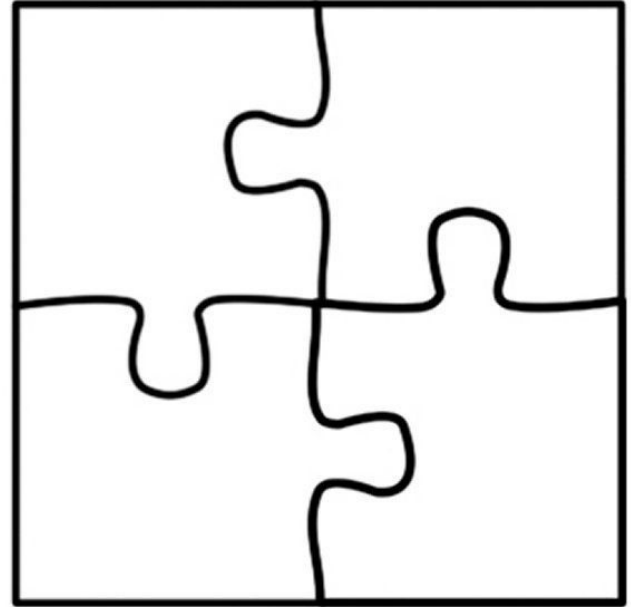
Establishing Learning Alliances

Brain Structures & Culture

Jigsaw

As a team:

+ Take turns reading the information on your puzzle piece in this order:

  1) Name & info
  2) Background information & function
  3) Impact on learning
  4) Culturally responsive brain rule

+ Synthesize the following on your graphic organizer for your team's puzzle:

  + Write down 3 facts

  + Create a #Hashtag (i.e. #keepcalmandthinkon)

+ Recorder/Reporters, please be ready to share out with the whole group.

The Brain & Culture Jigsaw Debrief

Teacher
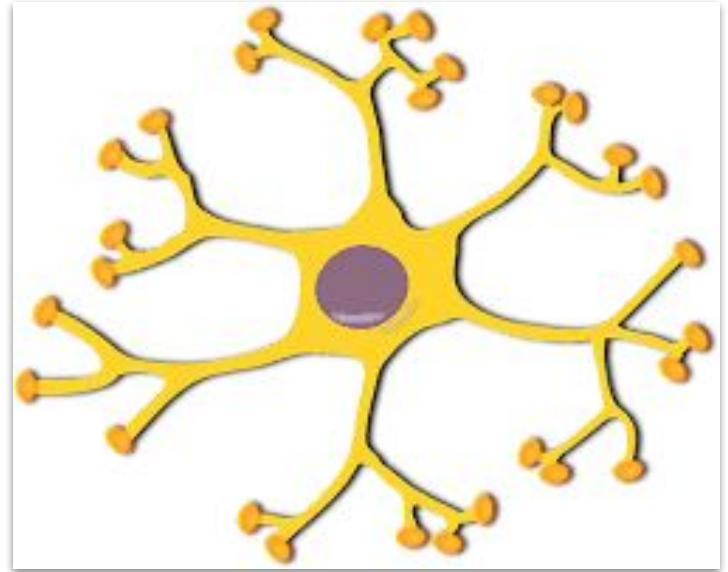
Cellular Structures

What is it?
Why is it important?
What is your #hashtag?

The Brain & Culture Jigsaw Debrief

Teacher

Nervous System

What is it?
Why is it important?
What is your #hashtag?
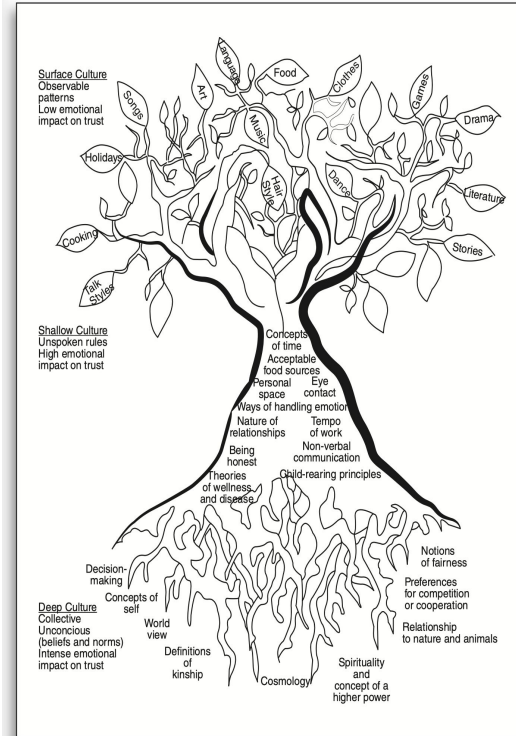
Microteaching

The Brain & Culture Jigsaw Debrief

Deep Culture

What is it?
Why is it important?
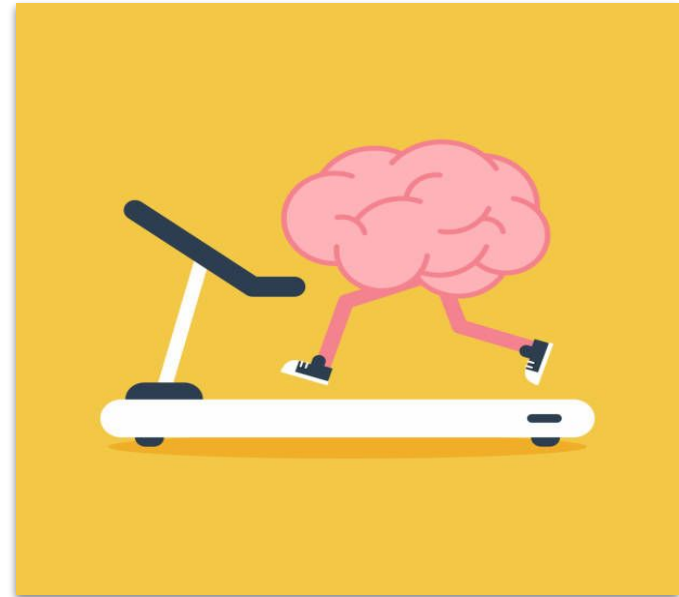*What is your #hashtag?*

The Brain & Culture Jigsaw Debrief

Teacher

Neocortex

What is it?
Why is it important?
What is your #hashtag?

Equitable Collaboration - How?

Teacher

"Learning for __all__ is the reason we collaborate."

Ken Williams, https://unfoldthesoul.com

Microteaching

Mathematics Identity and Agency

How does mathematics identity and agency play out in collaborative work?

How does your mathematics identity affect your work with peers?

Microteaching

Mathematics Identity and Agency Debrief

Team Whiparound

+   How does mathematics identity and agency play out in collaborative work?

+   How does your mathematics identity affect your work with peers?

Microteaching
What is it?

Microteaching allows teachers to fine-tune their teaching skills in a low-risk, simulated classroom environment.
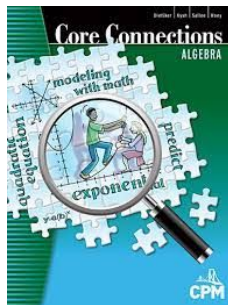
Microteaching
Feedback

Keep the following questions in mind throughout the next problem.

+ How does the use of the Math Language Routine support productive struggle?

+ What potential barriers to student learning still need to be overcome?

+ What suggestion do you have to make the student experience more equitable?

Microteaching

CCA Lesson 4.2.5
Problem 4-78

Math Goal:
Justify the choice of strategy for solving a system of linear equations.

Team Goal:
Pose questions to explore and clarify thinking.

Microteaching
Math Language Routine

[Math Language Routine](): **Stronger and Clearer**

+ **Pre-Write**: Write your strategy ideas, reasoning, questions about a problem, etc.
+ **Think**: Students think about what to say to their first partner to explain what they are doing or did to solve the problem. **(2 min)**
+ **Structured Pairing**: Follow teachers directions to find a partner. **(12 min)**
+ **In Pairs**:
  a. Partner A shares with a goal of explaining reasoning clearly.
  b. Partner B listens and asks clarifying questions related to justifying.
  c. Switch partners, two or three more times.
+ **Post-Write**: Write down final explanation (words, sentences, etc.). **(2 min)**

Microteaching

Team Roles

07:21

	A	B
Round 1	RM	F
Round 2	R/R	RM
Round 3	RM	T

	A	B
Round 1	T	R/R
Round 2	F	T
Round 3	R/R	F

Student

 Notice and Wonder
+ What did you notice?
+ What did you wonder?

How did the Stronger and Clearer Routine support productive struggle?

What potential barriers to student learning still need to be overcome?

What suggestion do you have to make the student experience more equitable?

Microteaching
Debrief

2:00

Teacher

Turn and Talk (2 min)

What might microteaching look like in your PLC?

+ Who would be involved?

+ What would the structure look like?

+ How frequently might you want to meet?

+ Do you need anyone else's support?

Reflection

**What might you add to your plate?
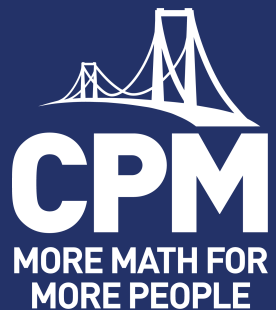What might you remove from your plate?**

Microteaching

Learning Target:
Connect concepts of brain science, status, and agency to a professional learning practice: microteaching.

Are you able to:
1. Identify new brain structures and their role in learning?
2. Consider strategies for elevating status and agency, both for teachers and students?

Break - 10 min

MORE MATH FOR
MORE PEOPLE

Agenda

Day 2

Afternoon

Microteaching

Establishing Learning Alliances

Equity Action Plan

Session Closure

Learning Target:
Determine how a learning alliance is different from other types of teacher–student relationships.

Establishing Learning Alliances

Learning Alliance Jigsaw

Jigsaw Reading

RM *Why Marginalized Dependent Learners Need an Ally* and *Validating Students' Experiences* **(p.89-92)**

R/R *What is an Alliance* and *Features of the Learning Partnership Alliance* **(p.92-95)**

T *Creating the Pact* and *Giving Dependent Learners the Basic Tools for Independent Learning* **(p.95-101)**

F *The Power of Feedback to Improve Learning* and *Making Feedback Culturally responsive: Giving "Wise" Feedback* **(p.101-106)**

Establishing Learning Alliances

Learning Alliance Jigsaw

Jigsaw Share Out

How do learning alliances move students to be independent learners?

Establishing Learning Alliances

Team Poster

+ Decide on a visual or analogy that shows **how Learning Alliances move students to be independent learners.**

+ Create a stand-alone poster to represent and summarize Learning Alliances.

RM	Ensure all materials are gathered and returned.
R/R	Divide up tasks among team members to create the poster.
T	Manage the allotted time.
F	Make sure everyone's voice is included.

Debrief

Carousel

As you view other teams' posters on Learning Alliances, consider the following.

+ What **connected** to what you already knew?

+ What **extended** or **broadened** your thinking in new directions?

+ What **challenges** have come up in your mind from the ideas and information presented?

Establishing Learning Alliances

Revisiting Your Plate

Consider how developing learning alliances supports the development of independent learners.

+ *How might you work to form learning alliances with your students? What are you currently doing? What might you try?*

Rough-Draft Talk

Reflection on Learning Target

Learning Target:
Differentiate how a learning alliance is different from other types of teacher–student relationships.

Are you able to:
1. Identify key features of a learning alliance?
2. Create a visual or analogy for learning alliances that is personally meaningful?

CPM

Agenda

Day 2

Afternoon

Student Microteaching

Teacher Establishing Learning Alliances

Teacher Equity Action Plan

Session Closure

Learning Target: Consolidate learning by identifying moves that support the Ready for Rigor Framework.

Equity Action Plan
Ready for Rigor Framework

Teacher

Learning to put culturally responsive teaching into operation is like learning to rub your head and pat your stomach at the same time …The trick is to get each movement going independently then synchronizing them together. The practices are only effective when done together.

(*Culturally Responsive Teaching & the Brain*, Hammond, 2015, pg. 18)

Equity Action Plan

How do we challenge inequity?

Math Chat

+ Each person needs one marker.
+ The **Facilitator** will direct each team to a poster.
+ Silently circulate to each poster, and record your response to the prompt on the poster.
+ After one rotation, do a second rotation to read others' responses.

Equity Action Plan

Math Chat Prompts

Math Chat

How do I challenge inequity by…

+ *developing independent learners?*
+ *elevating status, agency, and identity?*
+ *building learning alliances?*
+ *reflecting on my own beliefs and culture?*
+ *ensuring every student feels a sense of belonging?*

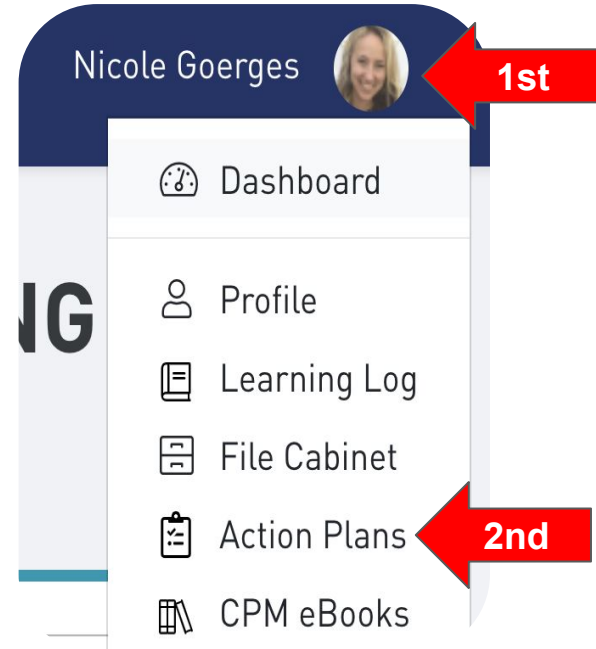What are some tools and strategies for each area?

Equity Action Plan

Accessing the Equity Action Plan

Teacher

Your Task:

+ Work on any of the following sections in your Equity Action Plan.

    + Information Processing

    + Learning Partnerships

    + Community of Learners

    + Learning Environment

Nicole Goerges

1st

Dashboard

Profile

Learning Log

File Cabinet

Action Plans **2nd**

CPM eBooks

Equity Action Plan
Reflection on Learning Target

CPM

Learning Target:
Consolidate learning by identifying teaching moves that support the Ready for Rigor Framework.

Are you able to:
1. Identify teacher moves that support specific aspects of equity?
2. Revise your action plan?

Agenda

Day 2

Morning

Opening

Math Task: 5 Practices

Planning for Equitable Discourse

Lunch

Afternoon

Microteaching

Establishing Learning Alliances

Equity Action Plan

Session Closure

Closure
Teachers Matter

Closure
Session Outcomes

Together we:

+ Reflected upon how **math identity**, **math agency**, **shared math authority**, and **classroom status** affect students as independent learners.

+ Curated strategies that **elevate student status** and **develop independent learners** in order to create an equitable classroom culture.

+ Enhanced lesson plans to create a more **equitable classroom culture**.

+ Continued developing an Equity Action Plan to support the development of **independent learners**.

Closure

+ Parking Lot

Closure

When We Know Better, We Do Better

Proximity Partners

+ Stand up, push in your chair, touch 2 tables/desks, 3 walls, and a chair.
+ The person closest to you is your partner.
+ Share your response to one of the following:
  + *I will take… off my plate so I can add…*
  + *Instead of… I will…*

93

Wipebook

+ Register and get a 20% off code for online purchases.

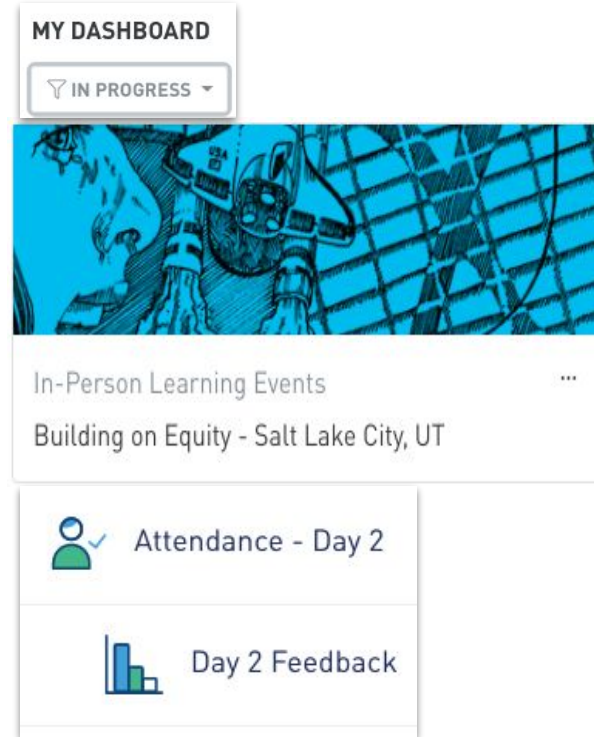+ Enter to win a reusable flipchart! A winner will be drawn after every 20 entries!

Go to **wipebook.com/cpm**

SCAN ME

Work Email

First Name

Last Name

Select Job

ENTER

Closure

+ Parking Lot

+ Attendance & Feedback

    ■ In the Portal

+ Continuing Education Credit

MY DASHBOARD

IN PROGRESS ▾

In-Person Learning Events ...

Building on Equity - Salt Lake City, UT

Attendance - Day 2

Day 2 Feedback

← Update image to show a screenshot of your learning event.

@CPMeducationalprogram   @CPMmath   #MoreMathforMorePeople